

L. I. Bilovus¹

ORCID <https://orcid.org/0000-0003-4882-4511>

O. Ye. Homotiyk¹

ORCID <https://orcid.org/0000-0002-2856-8541>

N. O. Fedchyshyn²

ORCID <https://orcid.org/0000-0002-0909-4424>

ResearcherID Q-5422-2016

Scopus Author ID 57202833382

¹Ternopil National Economic University

²I. Horbachevsky Ternopil National Medical University

COGNITIVE FEATURES OF PEDAGOGICAL COMMUNICATION

Л. І. Біловус¹, О. Є. Гомотюк¹, Н. О. Федчишин²

¹Тернопільський національний економічний університет

²Тернопільський національний медичний університет імені І. Я. Горбачевського МОЗ України

ПІЗНАВАЛЬНІ ВЛАСТИВОСТІ ПЕДАГОГІЧНОЇ КОМУНІКАЦІЇ

Abstract. The article concerns the issue of pedagogical communication, in particular its cognitive aspect. The essence of pedagogical communication has been determined in the work, the theoretical bases of cognitive function of pedagogical communication have been analyzed. The authors claimed that the cognitive features of communicativeness are manifested, developed and normalized in the process of boundless communication with the outside world. In the process of cognitive features' formation it is necessary to take into account that the success of formation and development of these features is associated with deep knowledge of different research methods, communicative trainings and their practical application; the level of development of cognitive features of communicativeness depends on the degree of self-knowledge, self-education and self-didactics of teachers and students, it is stimulated by skillful teaching and creation of non-traditional conditions in pedagogical communication.

Key words: pedagogical communication; pedagogical activity; cognitive features; teacher; students.

Анотація. У статті розглянуто проблему педагогічної комунікації, зокрема її пізнавальний аспект. У роботі визначено сутність педагогічної комунікації, проаналізовано теоретичні основи пізнавальної функції педагогічної комунікації. Автори визначили, що пізнавальні властивості комунікативності проявляються, розвиваються і нормуються в процесі безмежної комунікації з навколишнім світом. У процесі формування пізнавальних властивостей необхідно враховувати: успішність формування і розвитку цих властивостей пов'язана з глибокими знаннями різних методів дослідження і комунікативних тренінгів та їх практичним застосуванням; рівень розвитку пізнавальних властивостей комунікативності залежить від ступеня самопізнання, самовиховання й автодидактики педагога та студентів, стимулюється майстерним викладанням і створенням нетрадиційних умов у педагогічній комунікації.

Ключові слова: педагогічна комунікація; педагогічна діяльність; пізнавальні властивості; викладач; студенти.

Introduction. The dynamism of socio-economic and spiritual processes taking place against the background

of a dialectical contradiction between the widespread use of various sources of information in the educational

the fact that people have to deal with the abundant flow of information. As a result, the processes of receiving, assimilating, using and transmitting information are intensified in educational work. These processes are optimally described and implemented in the framework of pedagogical communication.

The relevance of the research topic is due to the need to optimize the educational process and the presence

cal development of palliatives and communicativeness of these sources in pedagogical communication. The solution of this contradiction is the evidence of the tendency of implementing pedagogical trends into the social environment, orientation on the general approach to information processes, on knowledge of laws, use of the information in educational studies.

This necessitates a new study of the issue of pedagogical communication, because its solution depends

on the effectiveness and quality of educational work with people.

Pedagogical communication synthesizes elements of worldview, moral, professional, emotional, volitional and physical qualities of the individual, which have a significant impact on the reception, assimilation, use and transmission of educational information. In addition, pedagogical communication combines theoretical, technological, practical and introductory components of the whole pedagogical process, so it becomes a universal, system-forming concept that has all the hallmarks of a new paradigm in pedagogy, because it combines a specific, essential system of concepts. It is possible to describe the model of information circulation in the educational process and to use in combination various methods of pedagogical research.

Despite the large number of ideas and research on communication issues [1–8], the problem of pedagogical communication is still studied not enough in theoretical and practical terms.

The aim of our study is to develop the theoretical foundations of pedagogical communication, in particular the cognitive function of the latter.

Theoretical framework. By the term “pedagogical communication” we mean the organization of educational activities based on the reception, assimilation, use and transmission of information from various sources. In pedagogical communication there is a contradiction between the widespread use of various sources of information in the educational process and the weak theoretical development of palliatives and communicativeness of these sources. Resolving this contradiction will intensify work with pedagogical information, cooperation of teachers and students, various types of communication and numerous verbal and nonverbal techniques, means of pedagogical influence on people [2].

Within the framework of pedagogical communication, an opportunity is created to build a model of communicativeness for a teacher, a student, teaching and visual aids, various technical teaching aids, etc.

In general, the cognitive properties of communication must be understood as the ability of the individual to perceive, understand and study the world around him, including other people and himself. The main ones are interest in knowledge, the desire to develop an ability of “knowing people”, the intention to empathize, identify with other people, focus on the interlocutor, etc. These properties are manifested in a wide range of knowledge, skills and abilities i.e. mobilization of attention (one’s own and other people’s); ability to

work effectively with various information; ability to observe and analyze; empathy and reflection; social perception; “Reading on the face”; ability to listen and understand other people; get in touch with them; assess their mood; navigate in relationships and so on [1].

As we can see, the range of cognitive properties of communicativeness is rather wide, because it consists of an almost infinite number of sources of information and a huge variety of ways of its circulation. We can even say that the human psyche is the result of human communication with the flow of information, and all personality traits are manifested, developed and formed in the subject activity on the basis of the theory of reflection, the active formation of the scientific worldview. In other words, a communicative person is the result of a variety of communication. Thus, it should be emphasized the need to apply a procedural approach to the formation and development of communicativeness. In practice, all this means that at school it is necessary to change the curriculum in order to include a set of modern knowledge about the world, man and society. This approach is implemented in pedagogical communication at every lesson, while doing educational activities, spending the free time or in the process of boundless communication with the outside world. This communication should bring participants intellectual, aesthetic and just physical pleasure from the process of cognition. If at least one of these is lost, the student does not get a full sense of celebration, without which there can be no success in any activity or creativity.

With this approach, the student obviously becomes the center of the process of gaining knowledge. It is worth working with him and for his sake. And the book, visual aids and the teacher acts in this case as a means by which the student grows and develops.

We believe, it is time to move education and upbringing from the transfer of knowledge, skills and abilities into the formulation of pedagogical tasks (as Socrates said) and to find their practical solution at the present level, where the information obtained is only an “Ariadne thread” of a breakthrough into the unknown sphere. It is worth noting that while the learning process in educational institutions is conducted with an emphasis on passive consumption and the growth of knowledge, it is much more promising to rely on the expansion of ignorance, when you can achieve the ideal ratio in teaching.

In this case, the amount of knowledge, as we know, accumulates in discrete portions, and the amount of ignorance expands by leaps and bounds. As a result, there is an unexpected creative enlightenment, when

the obtained information comes into contact with the available reserves of knowledge and experience, when the field of ignorance is objectified.

In some cases, great knowledge on a particular issue is even harmful and there is an “inferiority complex”, when highly educated people are incapable of creativity, for many years of practical activity they can not “publish” any noticeable creative products. On the other hand, the teacher’s desire for comprehensibility, accessibility and persuasiveness of educational material becomes the dominant motive for the activity, which also causes harm, because even a layman does not need to make great efforts to process the obtained information. And the indisputable conclusion is often uninteresting. Anyway, it is known that if it is easy to get, it is easy to get lost.

For successful development of cognitive features of communicativeness it is necessary to use opportunities of educational process in standard and non-standard conditions and situations creatively, to combine individual, group and collective employment, allocating special-communicative tasks, exercises where cognitive features of the person are actively formed.

The nature of cognition suggests that if a student really wants something, then he has a desire to achieve the desired, despite any obstacles and difficulties. Therefore, the main thing in the educational process is to create such conditions that the student will want to know and will be able to pass through the necessary information. In our aspect, this need is a specific form of psychological and pedagogical focus on optimal pedagogical communication.

For a student to grow and develop successfully, it is necessary to put the teacher in the position of the creator, in this regard, the teacher can act in two modes:

- a teacher as a bearer of the truth, when there is quite often among teachers arrogance, complacency and even pride and inaccessibility in relation to the students. Then begins the parallel existence of the teacher and students i.e. he does his job, they perform their own and their joint communicative activities intersect only when necessary;

- a teacher as a seeker of truth, when the widest opportunities for creativity in the joint pedagogical communication of the teacher and students are opened, then the unity of souls and the joy of knowledge is born. In this case, the more work the teacher invests in the study of students, the closer and more sustainable success, because there is an interest in individual work with each [5].

At the personal approach the technology of educational process changes, so:

- the teacher is first focused on the student’s personality, and only then on his knowledge, skills and abilities;

- instead of one-sided transfer of knowledge, skills and abilities we should use the creation of internal motivation to study, education of the semantic attitudes regulating activity of the student at a moral choice;

- instead of a one-sided assessment of the individual’s activity we should pay attention to his/her self-esteem;

- instead of the subject-object relations of the teacher and the student we should get the attitude to the latter as a free subject of the educational process, which has the right to respect and independent choice;

- instead of the authoritarian activity of the teacher there should be the organization of joint activities, i.e. cooperation [4, 5, 8].

For further development of the role of pedagogical communication in the educational process, the successful solution of the tasks set before it, it is of great importance for teachers to master psychological and pedagogical methods of studying the individual and the team, adequate influence on them. Mastering these methods, the teacher acquires the tool of “touch” to the individual, pushes the horizons of his communication.

Cognitive features of communicativeness are manifested, developed and formed in the process of boundless communication with the outside world. Pedagogical communication should strive to ensure that the methods of psychological and pedagogical research provide not only qualitative but also quantitative information on the dynamics of communication and subject-subject relations of teachers and students.

For the successful development of cognitive features of communicativeness it is necessary to use a wide range of both traditional and specific approaches to the study of personality and team [5].

Teachers use only a small part of the psychological and pedagogical methods of studying the individual and the team in their work. There are three methods mostly used in the educational process, they are the study of documents, individual interviews and observation of the behavior and implementation of various assignments and responsibilities.

The first method in terms of pedagogical communication is only general information about a person or a team, which can not be considered sufficient for effective teaching and educational activities, the other two methods provide significant information, but involve long and thorough individual work. However, teachers tend to experience a constant shortage of time, hence the various difficulties in personal acquaintance

and study of their students. As a result, even the best of them have a rough idea of the moral, business and communicative qualities of the pupils, which are often clarified indirectly, in some acute, conflict situations.

Being a good interlocutor is the most important task of a communicative teacher, to fulfill this task means to learn how to listen to your communication partner and then you will be sure that it will be more pleasant for any person to communicate with such a teacher.

Improving the quality of teacher training requires the joint work of students and teachers, their interaction involves identifying and taking into account the views of students on the effectiveness of work, pedagogical skills and personal qualities of teachers.

Students appreciate the accessible and clear presentation of materials, explanation of difficult places, creative approach and interest in their work, friendliness and tact in relation to students, patience, objectivity in assessing students' knowledge, respect for the latter.

Such features of communicativeness as highlighting the main points, demonstration of the culture of language and clear diction, the ability to relieve stress and fatigue of students are moderate.

List of literature

1. Бацевич Ф. С. Онови комунікативної лінгвістики : підручник / Ф. С. Бацевич. – К. : Академія, 2004. – 344 с.
2. Волкова Н. П. Професійно-педагогічна комунікація : навч. посіб. / Н. П. Волкова. – К. : ВЦ «Академія», 2006. – 256 с.
3. Жирун О. А. Педагогічна комунікація в аспекті професійної ідентичності / О. А. Жирун // Вісник НТУУ «КПІ». Філософія. Психологія. Педагогіка. – 2010. – № 1. – С. 100–104.
4. Климова В. Л. Формування комунікативної компетентності майбутніх учителів як важливої складової педагогічної культури / В. Л. Климова // Наукові записки кафедри педагогіки. – 2013. – Вип. XXXI. – С. 104–108.
5. Когут І. В. Формування професійно-педагогічної комунікативної компетентності майбутнього вчителя :

Conclusions and Prospects for Research. Cognitive features of communicativeness are manifested, developed and normalized in the process of boundless communication with the outside world. In the process of cognitive features formation it is necessary to consider a number of rules i.e. success of formation and development of these features are connected with deep knowledge of various methods of research and communicative trainings and their practical application; the level of development of cognitive features of communicativeness depends on the degree of self-knowledge, self-education and self-didactics of teachers and students, is stimulated by skillful teaching and creation of non-traditional conditions in pedagogical communication.

The study can not claim a comprehensive scientific description of all aspects of such a large-scale and complex phenomenon in pedagogy, but paves the way for a set of further studies of this promising problem in theoretical and practical terms.

дис. канд. пед. наук : 13.00.04 / І. В. Когут. – Полтава, 2015. – 250 с.

6. Паршук С. М. Педагогічна комунікація як складова професійної ідентичності майбутніх учителів початкової школи / С. М. Паршук, Н. С. Круглова // Педагогічні науки : теорія, історія, інноваційні технології. – 2015. – № 5. – С. 318–325.

7. Сгадова В. В. Комунікативна культура викладача як умова гуманізації педагогічної взаємодії у навчальному процесі / В. В. Сгадова // Психолого-педагогічні науки. – 2013. – № 3. – С. 65–67.

8. Хромченко О. В. Психолого-педагогічні засоби підготовки майбутніх учителів-філологів до педагогічної комунікації / О. В. Хромченко // Теорія та методика навчання та виховання. – 2019. – № 46. – С. 155–165.

References

1. Batsevych, F.S. (2004). *Onovy komunikatyvnoi linhvistyky: pidruchnyk [The basis of communicative linguistics: a textbook]*. Kyiv: Akademiia [in Ukrainian].
2. Volkova, N.P. (2006). *Profesiino-pedahohichna komunikatsiia [Professional-pedagogical communication]*. Kyiv: VTS "Akademiia" [in Ukrainian].
3. Zhyrun, O.A. (2010). *Pedahohichna komunikatsiia v aspekti profesiinoi identychnosti [Pedagogical communication in the aspect of professional identity]*. Visnyk NTUU

"KPI" – Bulletin of NTUU "KPI", 1, 100-104 [in Ukrainian].

4. Klymova, V.L. (2013). *Formuvannia komunikatyvnoi kompetentnosti maibutnikh uchyteliv yak vazhlyvoi skladovoi pedahohichnoi kultury [Formation of future teachers' communicative competence as an important component of pedagogical culture]*. *Naukovi zapysky kafedry pedahohiky – Scientific Notes of the Department of Pedagogy*, XXXI, 104-108 [in Ukrainian].

5. Kohut, I.V. (2015). Formuvannia profesiino-pedahohichnoi komunikativnoi kompetentnosti maibutnoho vchytelia [Formation of vocational and pedagogical communicative competence of the future teacher]. *Candidate's thesis*. Poltava [in Ukrainian].

6. Parshuk, S.M., & Kruhlova, N.S. (2015). Pedahohichna komunikatsiia yak skladova profesiinoi identychnosti maibutnikh uchyteliv pochatkovoї shkoly [Pedagogical communication as a component of the professional identity of future primary school teachers]. *Pedahohichni nauky: teoriia, istoriia, innovatsiini tekhnologii – Pedagogical Sciences: Theory, History, Innovative Technologies*, 5, 318-325 [in Ukrainian].

7. Shadova, V.V. (2013). Komunikativna kultura vykladacha yak umova humanizatsii pedahohichnoi vzaiemodii u navchalnomu protsesi [Communicative teacher culture as a condition for humanization of pedagogical interaction in the educational process]. *Psykhologo-pedahohichni nauky – Psychological and Pedagogical Sciences*, 3, 65-67 [in Ukrainian].

8. Khromchenko, O.V. (2019). Psykhologo-pedahohichni zasoby pidhotovky maibutnikh uchyteliv-filolohiv do pedahohichnoi komunikatsii [Psychological and pedagogical ways of preparing future philology teachers for pedagogical communication]. *Teoriia ta metodyka navchannia ta vykhovannia – Theory and Methods of Teaching and Education*, 46, 155-165 [in Ukrainian].

Received 02.06.20
Recommended 05.06.20

E-mail address for correspondence: Lesya_Bilovus@i.ua